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A pilot program for educating migrant children was authorized by the Oregon legislature to study problems of migrant education during the regular school year. A questionnaire was formulated to interview migrants in order to picture problems facing local school districts. An analysis was computed and information was divided into "Anglo" and "Spanish-speaking" categories.

Migrants attended 81 schools. Approximately one third of the eligible migrants attended school and about twice as many were Anglo as Spanish-speaking. Findings indicated schools received support on a proportional basis; most of the children arrived in the spring and left in the fall; most were in a lower grade than is normal for their age; there was a severe dropout rate after the fifth grade; children needed special help in language arts, arithmetic, health, and social development; extra teachers had to be hired to handle the influx of migrants; truancy, but not discipline, was a problem, and a preschool program was needed.

Every child has a right to education and therefore steps should be taken to overcome the educational handicaps of migrant children. Many migrant children will leave the migrant stream because of mechanization in the field of agriculture and a desire for something better in life. For most jobs which they aspire to perform, some form of education will be imperative. At present, there is a large gap between what is needed and what is being done for migrant children.

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ED002615

MIGRANT CHILDREN IN OREGON PUBLIC SCHOOLS

Report of a survey of migrant children in Oregon Public Schools made under authorization of House Bill 139 which appears in Oregon Laws, Chapter 428, of the 1959 Legislature

Conducted under the direction of

THE STATE BOARD OF EDUCATION

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and the consultation of

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Prepared by RONALD G. PETRIE, Oregon Migrant Children's Education Administrator, State Department of Education . REX PUTNAM, Superintendent of Public Instruction, Salem, Oregon 1960

MEMORANDUM

April 29, 1960

TO: The State Board of Education

FROM: Ronald G. Petrie, Oregon Migrant Children's Education Administrator

A copy of this report is being sent to each member of the State Board of Education for background information on the problems of migrant education. Oregon Laws, Chapter 428, of the 1959 Legislature, requires that a census of migrant children be taken during the regular school year. The census was broadened to obtain other information concerning migrant children which would be of value and interest.

This is a preliminary report of facts concerning the problems of Oregon public schools which are affected by an influx of migrant children during the regular school year. No conclusions as to recommendations of a permanent program are to be implied, as this is only a part of the total program. A complete and final analysis of the program, including recommendations for a full-time program, will be made to the State Board of Education after September 1, 1960.

RONALD G. PETRIE
Oregon Migrant Children's
Education Administrator

RGP:sm

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I. INTRODUCTION

In 1957 the Governor of the state of Oregon appointed a Legislative Interim Committee to study migratory labor conditions in Oregon. After two years of extensive work, the Interim Committee presented to the 1959 Legislature various proposals for laws concerning the migratory laborer. One of the proposed bills provided for a Pilot Program for the Education of Migrant Children. This bill was passed by the 1959 Legislature and appears in Oregon Laws, 1959, Chapter 428. The intended purpose of the Pilot Program was to study the problems of migrant education over a two-year period and make recommendations to the 1961 Legislature for a full-time program for the education of migrant children if the results of the two-year study indicated such a course of action.

The law also required that a census be taken of the total number of migrant children in the state during the regular school year. The following report contains this information and various other data concerning migrant children in Oregon public schools.

In preparation for the survey, letters were sent to all county school superintendents in Oregon requesting them to submit a list of the school districts in their respective counties which were affected by an influx of migrant children during the regular school year. Eighty-one schools throughout the state were reported as having an influx of migrant students.

In the period preceding the replies from the county school superintendents, a questionnaire was formulated. It was designed for administration by an interview technique. One person was to conduct

the interviews in order to facilitate more accurate responses. The questionnaire requested information on the name, age, grade, and day's membership of each migrant student in the schools. There were questions about the national origin of migrants, whether or not the migrants were present when the census was taken, truancy, health, discipline, classroom loads, extra teachers, special programs, summer schools, increased costs, and materials needed to improve the program. These questions were designed to give an overall picture of the problems facing local school districts in educating migrant children.

Many of the schools reported by the county superintendents were not given the questionnaire but were asked only for information relating to the number of migrant children enrolled in the school. School administrators who had not been in the local district for at least one year were not interviewed with the questionnaire because it was felt they would not have sufficient background and experience with the local migrant problem to be able to answer the questionnaire accurately. It was felt that, to obtain accurate information and opinions, it would be necessary to conduct interviews in districts having severe influxes of migrant students for a sufficient duration of time so that the persons interviewed would understand the importance which the impact of migrant students had on the local school.

Some of the questionnaires were not answered completely. This can be attributed to the fact that some questions did not apply to local situations or information concerning the questions could not be verified by fact and so would not be valid. For example, there were only 12 replies to

the section regarding summer schools. In other instances the section was not completed because migrant children did not remain in the district long enough in the summer to participate in a summer school.

In reporting data, both actual numbers and percentage of cases were used. Reports from all schools burdened with a severe influx of migrant children showed concern with the problem of educating these children--a concern which is difficult to include in statistical data. In several cases, comments as they appeared on the questionnaire were used because it was impossible to formulate a general statement concerning the information received. The analysis of all the questions was computed as factually as possible.

The information regarding migrant children is divided into two general categories, that of the Anglo migrant and the Spanish-speaking migrant. This was done in order to identify the specific needs of each group.

This report has three general purposes: (1) to carry out the provisions of the law as stated, (2) to gain understanding of the problems pertaining to migrant education in the public schools of Oregon, and (3) to form a basis for any possible recommendations for the improvement of education of migrant children in Oregon.

II. INTERVIEW--QUESTIONNAIRE REPORT

The 46 items of the questionnaire have been consolidated into related questions under three major headings: (1) The Migrant Count and Related Problems, (2) Educational Problems and Needs, and (3) Additional Costs to the Districts.

Migrant Count and Related Problems

Total Enrollment

Nineteen hundred and thirty-seven migrant children were enrolled in the 81 schools affected by migrant influxes. Complete information which could have resulted in a higher total was not received from two schools. There is also a possibility that 20 migrant children may have been counted twice on the total state survey, because they attended two different Oregon schools in the same school year.

School administrators in each district were asked to identify the migrant children. In nearly all cases this identification came from personal knowledge of the individual students concerned. The information was taken from the 1958-59 Oregon school registers kept in the schools. No attempt was made to obtain information from the 1959-60 school registers, because that information will not be complete until June of 1960.

Of the 1,937 children, 1,269 were Anglos (English-speaking, fair-skinned Americans) and 668 were Spanish-speaking (dark-skinned Americans of Spanish or Mexican descent). Five counties indicated registrations entirely of Anglos, one county registered Spanish-speaking children only, and seven counties registered both Spanish-speaking and Anglo students. Deschutes County was the county registering only Spanish-speaking migrants.

In identifying the known migrants, school administrators obtained information from the section of the register asking for occupation of the parents. In all cases the school principals were able to go through the register and determine from personal knowledge the migrant children who had been enrolled at the school for varying lengths of time during the year. Teachers familiar with the migrant students were asked to help with this process in schools where the principal had not been there the previous year.

Information concerning the number of migrants was obtained for all schools. Only students who were definitely known to be migrants were included in the report. Students who had been enrolled in a school for a short period of time and who moved because their parents had acquired jobs other than farm labor were not included in the report. If there was any doubt as to whether or not the children were migrants, they were omitted from the report.

The census covered only migrant children registered in elementary schools. No attempt was made to check high schools but some incidental information was gained when conferring with personnel in elementary schools. For instance, elementary personnel were asked whether there were any migrant students in high school. The replies indicated that there were very few if any. The rate of drop out between the first and the eighth grade, as indicated in another section of this report, supports this information.

The total of 1,937 students, as previously stated, included only those children registered in schools. In several areas migrants enrolled in school constituted only 50 to 60 percent of those in the area

who were eligible for school. It was estimated that if all migrant children between the ages of 6 and 18 were in school there would be 4,000 to 5,000 migrant children eligible for a school program during the regular school year. This estimate was made after weighing many factors such as the rate of drop out, the ages and grade levels of the children, and information given by school personnel.

In the preliminary survey conducted through the county school superintendents, Wasco County was indicated as having an influx of migrant children. Since the children arrive after school is out in the spring and leave before school convenes in the fall, the statistics from Wasco County are not included in this particular report.

The table on this page shows the schools visited and interviewed and the total number of migrant children enrolled.

Table A

Census of Migrants

County	Schools Reported	Schools Interviewed	Spanish Migrants	Anglo Migrants	Total Students
Clackamas	5	2		113	113
Crook	3	2	36	17	53
Deschutes	3	3	56		56
Hood River	12	11		254	254
Jackson	4	4		23	23
Jefferson	3	3	100	30	130
Klamath	2	2	4	135	139
Linn*	4	2			
Malheur*	9	6	326	21	347
Marion	18	11	132	225	357
Multnomah	2	2		245	245
Umatilla	8	7	12	23	35
Washington	7	4		116	116
Yamhill	1	1	2	67	69
Total	** 81	60	668	1,269	1,937

* Linn and Malheur Counties had an influx of migrant children but census information was not complete.

** Polk County has a reoccuring migrant problem in one or two school districts. However, the migrant problem did not exist during the school year 1958-59, the year for which the study information was gathered. Therefore, Polk County was not included in the report.

The School Census

All children are counted in the school census taken on October 25. Certain state monies are apportioned to the districts in proportion to this census count. In order to determine if migrant children were included in the census, the question was asked, "Are the migrant children present when the census is taken?"

Thirty-eight schools answered this question; 18 percent said "no"; 26 percent said "yes"; and 56 percent said both "yes" and "no." The 56 percent answering both "yes" and "no" indicated that the majority of the migrant children were gone by the time the school census was taken, but a few still remained in the school district.

Since the school census is taken on October 25 on even numbered years and computed from a formula based on the average daily membership on odd numbered years, it is possible that the 74 percent of the school districts enrolling a large influx of migrant children in the spring of the year would receive little, if any, support for these children from county school funds on the irreducible school fund. The county school fund amounts to $10 per child and the irreducible school fund amounts to 85 cents per child, which is a relatively small amount. These districts do receive remuneration from the Basic School Support Fund for the migrant children, but the apportionment is computed on membership of students and may not be in proportion to the added district expenses.

For example, take a school having a normal enrollment of 100 children which experiences a large influx of migrant children in the spring of the year. If the average daily membership of the school was 100 students

for 160 days and 50 migrant children entered for the last 20 days of school, the average daily membership for the entire year would total 113 days. Thus, for an increase of 50 children the school would receive Basic School Support Funds for only 13. The schools have indicated that it is more expensive to educate nine children for 20 days than to educate one child for 180 days. One school was able to show that it cost them $60 to seat a child with the necessary books and supplies exclusive of a teacher.

If the average cost to the district was $300 per child for 180 days and the cost for nine migrant children for 20 days each (total 180 days) was $540 (nine children multiplied by $60 initial cost), the difference would be approximately $240 more than would be expected in a normal situation.

This is a very simplified example and is not to be interpreted as the formula used for determining Basic School Support Fund apportionments. There is much more involved in apportioning basic school funds than can be brought out in this report. The example has been presented to show the financial difficulties school districts face when large influxes of migrant children arrive for comparatively short periods of time. The districts receiving very large numbers of migrant children indicated that between 10 and 12 percent of their total budget was expended for additional costs due to this influx.

Average Daily Membership of Migrant Children

Migrant children have an average daily membership of 47 days per regular school year in the public schools of Oregon. Forty-seven days equal approximately nine weeks of actual school. The majority of these children are in the state 140 to 170 days; however, 90 of these days are in the

summer when school is not in session. In view of the fact that most of the migrants arrive in March and April and leave in September, October, and December, this average appears to be fairly accurate. Those migrants who arrive early in the spring and stay throughout the summer probably remain in Oregon longer than in any other state.

Arrival and Departure Pattern

Migrants arrive and depart throughout the year. In 19 schools arrival dates were indicated as March and April, while in 8 schools the greatest influx was in September. In 26 schools leaving dates were reported to be August through December. In the remaining schools arrival and departure dates were dispersed over the other months of the year. This table represents the number of schools having arrival and departure dates in particular months.

Table B

Arrival and Departure Pattern

Month	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Arrive	4	1	13	6	4	2	1	2	8	1	2	2
Leave	1	1	1		2	2	1	4	5	5	4	8

Ages and Grade Levels of Migrant Children

Tables C and D are designed to give some indication of the amount of educational retardation of migrant children by grade level. The graph for the first grade shows that four percent of the migrant children in the first grade are five years of age. Theoretically, a first-grade child should be six years old, a second-grade child seven years old, a third-grade child

eight years old, and so on through the grades. This is not a completely accurate assumption since the average age in any one grade fluctuates because of the birth date of individual children. If the birth date of a five-year-old child falls before November 15, he is accepted as eligible for school in September. If his birth date is after November 15, he must wait until the next year to enter school; thus, the normal grade level for a seven-year-old child might be the first grade because of his birth date. (See Table C.)

An analysis of Graphs C and D indicates that the majority of migrant children are at the normal age for a particular grade level or one year retarded. However, it must be realized that the general practice in Oregon schools is to keep children as close to their age and grade level as possible. Even with this general practice, a large number of migrant children are two to four years behind their normal grade level. It was generally reported that though a migrant child might be at the proper grade level for his age he was not necessarily able to do the work required at that grade level. Fifty-two percent of the first-grade children indicated on Graph C were at their normal grade level while 30 percent were at their normal grade level or one year behind. About half of the 30 percent who were seven years old were children who had spent a second year in the first grade. Twelve percent of the first graders were either one or two years behind, depending on their birth date, and two percent were three years behind.

Table C

Ages of Migrant Children by Grade Level

Percent	First Grade	Second Grade	Third Grade	Fourth Grade
60				
50				
40				
30				
20				
10				
0				
Age	5 (6) 7 8 9 10 11 12	6 (7) 8 9 10 11 12	7 (8) 9 10 11 12 13	8 (9) 10 11 12 13 14
	4% 52% 30% 12% 2% * *	6% 34% 34% 18% 6% 2% *	2% 38% 30% 18% 9% 2% 1%	6% 27% 38% 17% 11% 1% *

*Less than one percent

()The normal age for students at this grade.

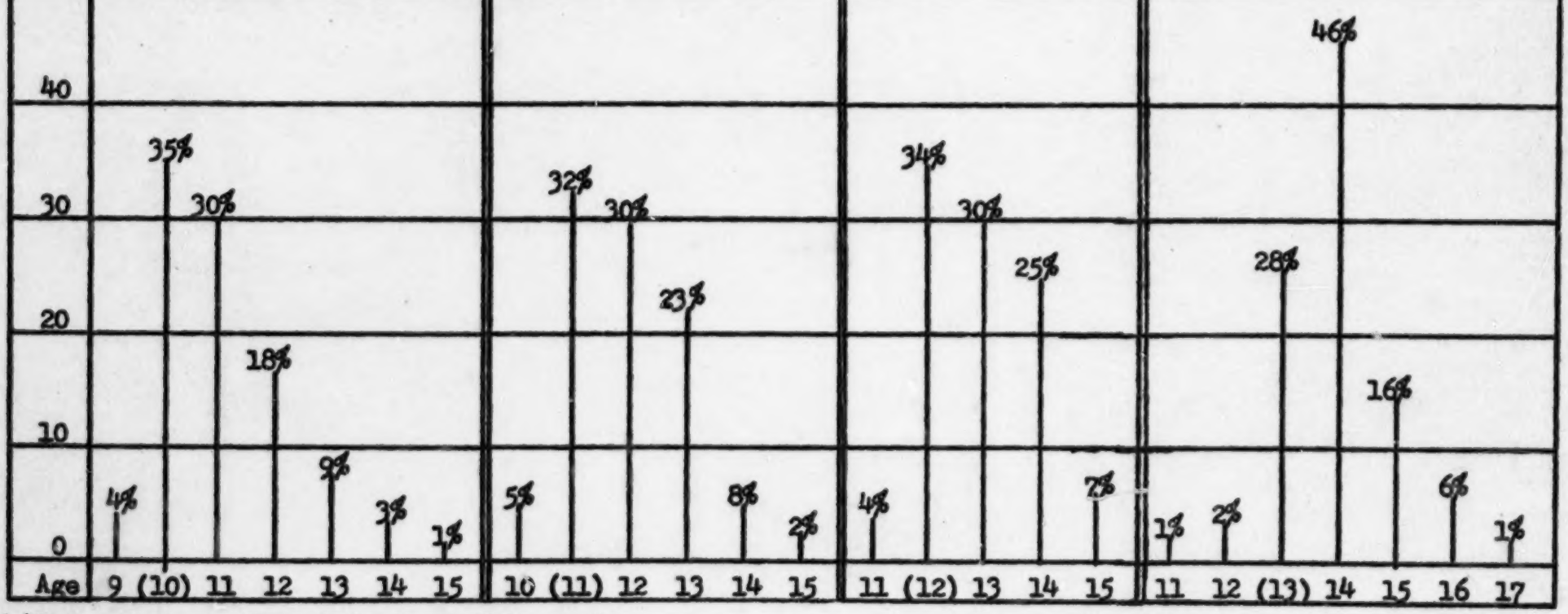
For another comparison let us look at the sixth grade on Graph D. The majority of sixth graders should be 11 years of age. Thrity-two percent of the migrant sixth graders fall into this group while 30 percent are 12 years of age, 23 percent are 13 years of age, 8 percent are 14 years of age, and 2 percent are 15 years of age. At the fifth, sixth, and seventh grades the oldest reported migrant children were 15 years of age. It was indicated that as the migrant children advance into the upper grades they become more educationally retarded.

Sixteen seems to be the magic age for drop outs when considering migrant students. In tabulating the number of children at the various grade levels, it was noted that there were no 16-year-old migrant children in the fifth, sixth, or seventh grades, but there were some 16- and 17-year-old students reported in the eighth grade. The probable reason for this is that 16-year-old migrant children who have not progressed beyond the fifth or sixth grade would not feel it worth while to remain in school any longer; whereas, the eighth-grade student would want to complete the eighth grade in order to receive an eighth-grade diplima, which is the practice in many school districts. Very few of these children would enter the ninth grade at the age of 17 or 18 because many marry at that age.

Table D

Ages of Migrant Children by Grade Level

Percent	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
60				
50				
40				
30				
20				
10				
0				
Age	9 (10) 11 12 13 14 15	10 (11) 12 13 14 15	11 (12) 13 14 15	11 12 (13) 14 15 16 17



( )The normal age for students at this grade.

Rate of Drop Out in the Elementary School--
Migrants Compared to Resident Students

Table E definitely indicates an inadequacy in providing for the education of this particular group. The dotted line on the graph shows the percentages of Oregon school-age children in the various grades. Over 13 percent of the resident children in grades one through nine were in the first grade, approximately 12 percent were in the second grade, 11 percent were in the third grade, et cetera. The solid line shows the percentages of migrant children in the various grades throughout the state. Twenty-one percent of the migrant children were in the first grade, 16 percent were in the second grade, 15 percent were in the third grade, et cetera. Only 5 percent of the migrant children in school were in the eighth grade, and less than one percent were in the ninth grade. No concentrated effort was made to check the ninth grade, although some of the schools visited had a junior high school with a ninth grade. Only in these schools were ninth graders included in the report. Although the figures for the ninth grade are not complete, it seems reasonable to assume that the percentage of migrant children in the ninth grade would not be much more than one or 2 percent.

The biggest decrease in enrollment of migrant children occurs after the fifth grade. The survey showed that one percent of the resident students were retained in the first grade. The percentage of migrant children retained was the difference between 21 and 16, or 5 percent, indicating a greater degree of retention for first-grade migrant children than for regular resident students even if an allowance is made for other factors.

The rapid drop-out rate of migrant children in grades six through nine can be explained in terms of educational retardation. As other graphs in this report indicate, it is not uncommon for migrant children in the sixth, seventh, and eighth grades to be 15 years of age. The educational needs of migrant children vary with individual children, but a need for improvement in all areas was expressed by school personnel.

Table E

Comparison of the Percentage of Resident and Migrant School Children by Grade Level

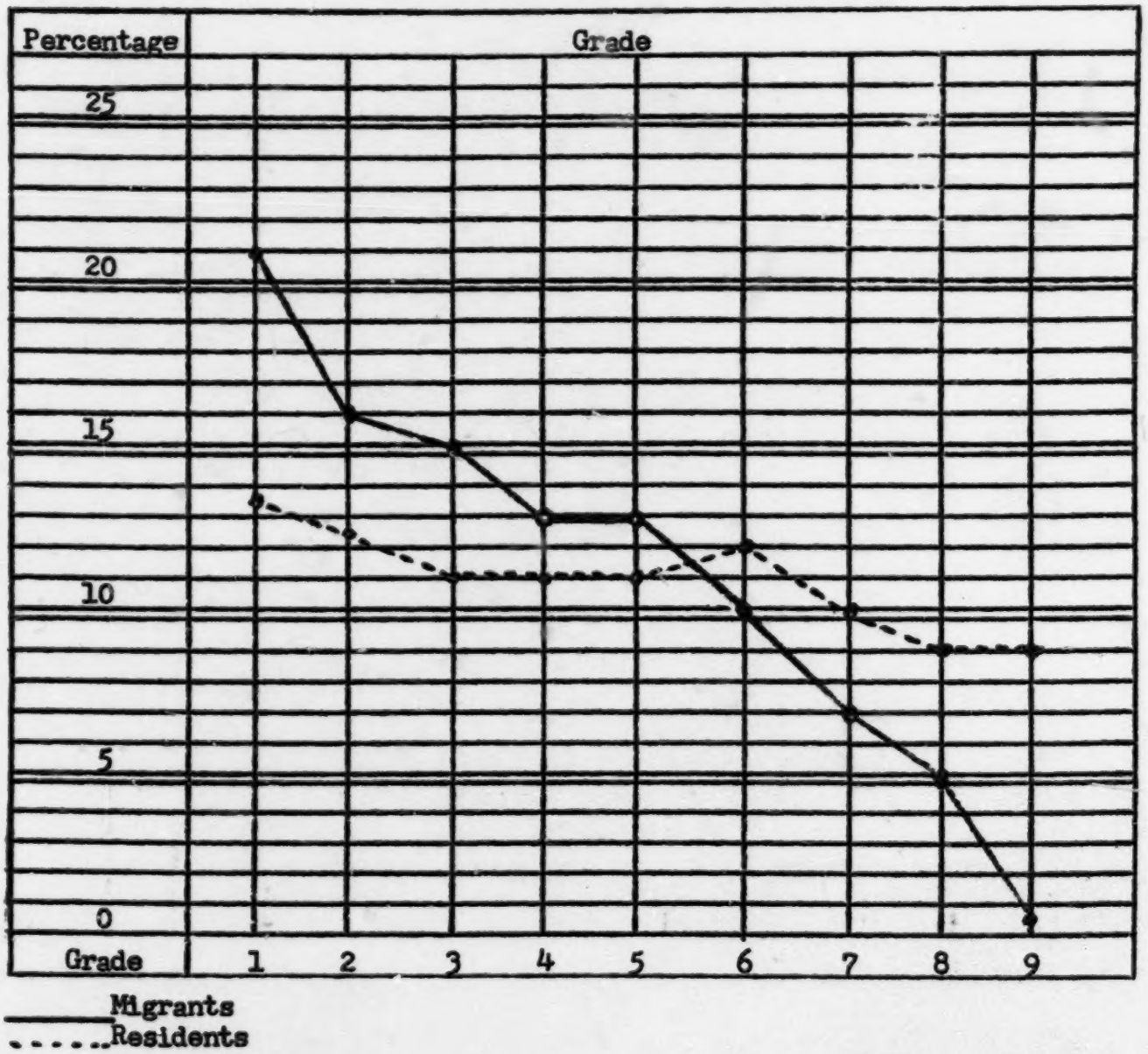
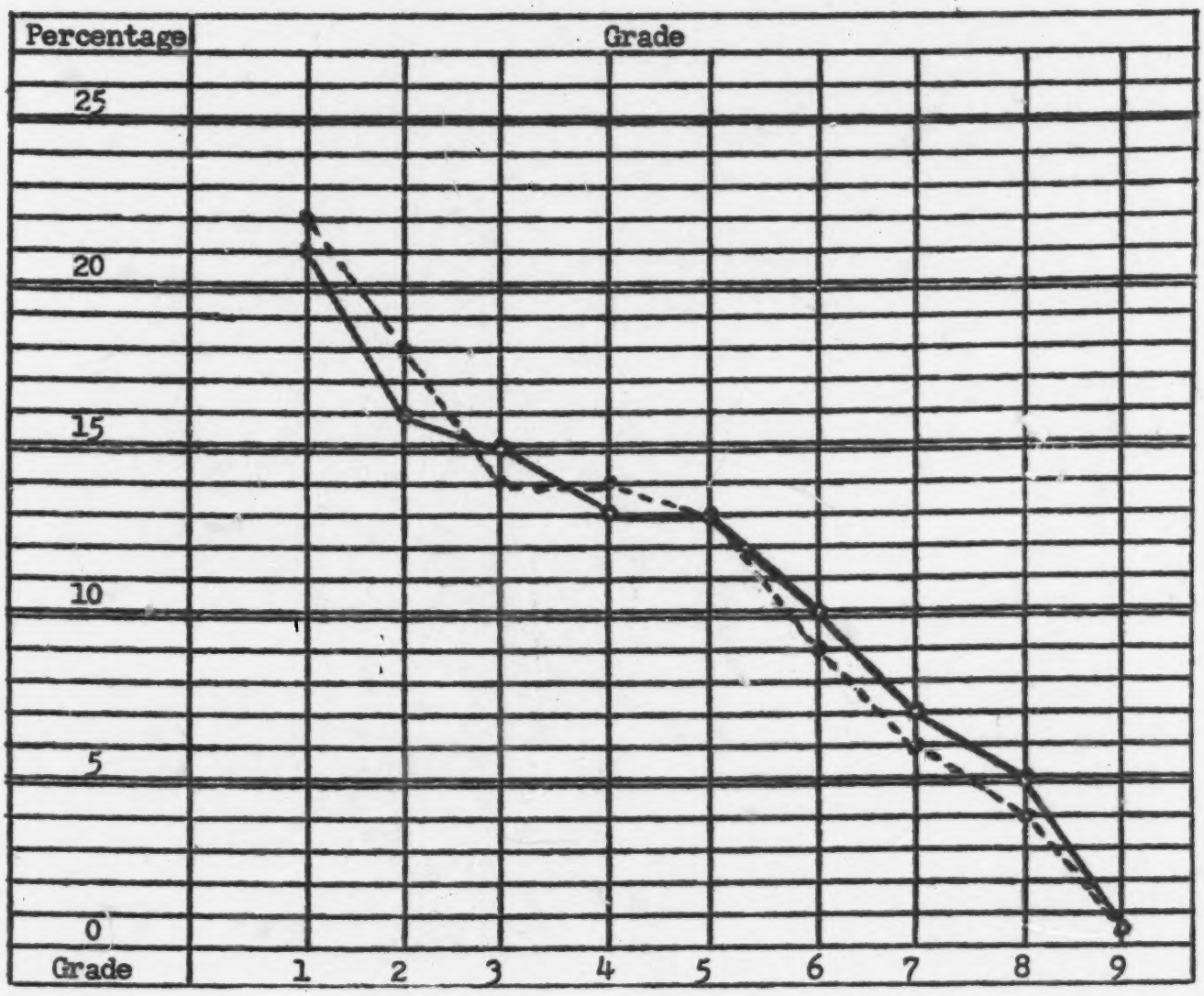


Table F

Comparison of the Percentage of Spanish-Speaking and Anglo Migrants by Grade Level



------Spanish
_____Anglo

This graph showing the percentage of Spanish-speaking and Anglo migrants by grade level indicates a general parallel of drop-out percentage for both groups. The percentage of drop outs from grades five through nine is slightly more for Spanish-speaking pupils than Anglos. This may be due to the fact that twice as many Anglo than Spanish-speaking migrant children were reported in the survey. However, the figures are proportionately the same. The reason for the faster rate of drop out of Spanish-

speaking migrants can probably be attributed to greater retardation because of difficulties with vocabulary and English usage.

Educational Problems and Needs

Information concerning particular educational problems and the types of services needed when migrant children arrive at school has long been difficult to obtain. The following section presents some of these educational problems and needs.

Areas of Retardation

During the interviews the respondents were asked for information on the achievement of migrant children in arithmetic, language arts, social development, and other fields. Replies from school personnel who worked with Spanish-speaking migrants differed from those who had Anglo children as pupils. In schools enrolling Spanish-American migrant children, language arts, particularly reading, was named as the area in which children were most educationally retarded. Spanish-speaking children were usually reported as doing quite well in arithmetic unless the arithmetic involved story problems.

Migrant children of Anglo origin were reported as retarded in all areas. Health was most frequently listed as a weak area in the educational backgrounds of Anglo migrants. Some respondents thought Anglo migrants were generally of lower mental ability than resident students. Attempts to support this statement stressed the poor scores of migrant students on group I.Q. tests. Educationally speaking, this statement is not necessarily true. Group intelligence tests are based on language and reading development. Because the migrant children have had such poor educational backgrounds and their language development and ability to read are retarded, their scores may be lower than their potential.

Testing of Spanish-speaking children is difficult, if not impossible. At the present time there are no tests available that can accurately measure the ability of children from a Spanish-speaking culture. Testing of these children is, therefore, one of the most difficult problems schools have yet to solve. If accurate tests were available, placement of Spanish-speaking migrants according to their mental abilities and developmental achievement would be possible and teachers would know at what point to begin each individual's program.

The breakdown of statistics on the outstanding areas of retardation was as follows. Respondents from 2 schools enrolling Spanish-American migrants and 13 schools enrolling Anglo children indicated social development as the area in which these children were weakest. Eighty-six Spanish-Americans and 837 Anglos were enrolled in these schools. (See Table G.)

In 16 schools enrolling Spanish-speaking migrants and 24 schools enrolling Anglo migrants, language arts was indicated as the area of most retardation. There were 501 Spanish-speaking migrants in the 16 schools and 1,153 Anglo migrants in the 24 schools.

Respondents for 2 schools enrolling a total of 141 Spanish-speaking migrants and 13 schools enrolling 812 Anglos indicated arithmetic as a weak area.

The respondents for one school with an enrollment of 60 Spanish-speaking children and 14 schools with 864 Anglo children indicated other areas. Usually the "other" area was health.

Prior to the survey it was the general opinion that the Anglo migrant adjusted quite well socially and that the Spanish-speaking migrant had many problems. The survey indicates that the opposite is true. It must be remembered, though, that many schools reported more than one area of weakness.

Table G.

Areas of Educational Retardation
By Schools and Children

Subject	Social		Language Arts		Arithmetic		Other	
Culture	SA*	A**	SA	A	SA	A	SA	A
No. of Children	86	837	501	1,153	141	812	60	864
No. of Schools	2	13	16	24	2	13	1	14

**A - Anglo
*SA - Spanish

Adjustments in the School Program When Migrant Children Arrive

Twenty-seven percent of the schools that found it necessary to make adjustments in the school program when migrants arrived indicated the use of special teachers and 23 percent, the use of special classrooms. Seventy-seven percent (including some of the schools listing special teachers and classrooms) reported other adjustments such as:

1. Special teaching program
2. Special teaching and grouping within the regular classroom
3. Adjustments in the remedial reading and arithmetic programs
4. Adjustments in testing, records, and placement
5. Individual help to students after school hours
6. Adjustments of class loads to different teachers

One school reported that they simply hired an extra teacher and made a special effort to help the migrant students feel welcome. Another school found that even though classrooms were adjusted, it was not always

possible to admit migrant students to the rooms in which they belonged according to their backgrounds and training because of the ages and sizes of some of the more educationally retarded students.

Wherever adjustments to the program had been made, school personnel were asked, "Are these adjustments to the regular school program effective?"

Sixty-eight percent of the respondents answered "yes"; 9 percent answered "no"; 23 percent answered both "yes" and "no." The general opinion of the schools replying "no," or "yes" and "no," was that the adjustments left much to be desired from the standpoint of an effective educational program. The 68 percent that said "yes" indicated that, under present circumstances, the adjustments were as effective as could be expected.

Extra Teachers for the Migrant Influx

The question, "Are extra teachers hired for the migrant influx?" was asked of the school administrator.

Sixty-eight percent answered "no"; 23 percent, "yes"; 9 percent, "yes" and "no." Sixteen to 18 teachers were employed in the schools answering "yes." The majority of these teachers were used in the primary grades to relieve heavy class loads. The particular grade level at which extra teachers are needed will vary from year to year. The largest enrollment of migrant children is usually in the primary grades, but they are enrolled in large numbers in the fourth, fifth, and sixth grades with a much smaller number enrolling in the seventh and eighth grades. There is a logical explanation for the decrease of migrant students in the upper grades.

When the migrant students finally attain the upper-grade level they are far behind scholastically, unable to compete in the classroom, and are often 15 or 16 years old. Because of these detrimental factors, they quit school and go to work.

The schools that answered both "yes" and "no" were those with migrant enrollments that vary from year to year. Some years it becomes necessary to hire extra teachers in these schools; other years, the increase in class loads is distributed equally so that migrant students can be absorbed into the regular classroom situation.

The Migrant Child's Contribution to Classroom Activities

The question, "How much do migrant children contribute to the regular classroom situation?" was asked of school personnel. The replies were based on opinions formulated from having worked with migrant children.

Thirty-four percent of the respondents said that migrant students contributed very little to class activities because of their shyness and because they were educationally retarded; 26 percent felt migrant students contributed much to the classroom situation depending on the individual child; 40 percent felt the migrant children contributed an understanding of different cultures. Most of the schools implied that migrant children would be able to contribute more if they were not inhibited by a lack of speaking and reading ability.

In-service Program for Teachers of Migrant Children

School personnel were asked, "Would an in-service program provided by the State Department of Education for teachers of migrant children be of value?"

Seventy-two percent of the replies indicated an in-service program would be of value; 11 percent said "no"; and 17 percent said "yes" and "no." The respondents giving a negative answer did not feel that the migrant problem in their school was severe enough or of long enough duration for any particular benefits to be derived from this type of program. Schools replying both in the affirmative and negative indicated that the value of such in-service would depend on the type of program offered. The 72 percent replying "yes" thought it would be very helpful if it were an in-service, workshop-type program in which the teachers and supervisors from the State Department of Education could discuss and work out the problems in each individual local situation.

Discipline Problems Among Migrant Children

The question used in the interview was, "Do migrant children cause more discipline problems than resident students?"

Of the respondents that answered this question 19 percent said "yes"; 69 percent said "no"; 6 percent answered both "yes" and "no." Six percent said that migrant parents caused more problems than the children.

Many respondents stated that migrant children did not cause discipline problems because they tended to be quiet and withdrawn. Those feeling that the migrant children did cause more discipline problems were usually referring to the 14- and 15-year-old boys in the sixth, seventh, and eighth grades. A 15-year-old boy in the sixth grade could be a problem in any school situation.

Truancy of Migrant Children

A general opinion seemed to exist that school attendance was one of the problems relating to migrant children. Therefore, the question was asked, "Do you make an effort to get all the migrant children into school?" Seventy-eight percent of the schools answered "yes"; 22 percent said "no." The following reasons were given for the negative replies:

1. Classrooms were already overcrowded.
2. There was no place to house the migrant students.
3. If they came, they were enrolled; the school did not search them out.
4. The children were only in the school a short period of time.
5. The principal did not have time to search for truants.
6. Their attendance was the responsibility of the parents. School authorities could not take the children from them.

In reply to the question, "Is there a truant officer in the general area?" 75 percent of the schools replied "yes" and 25 percent, "no." Those answering "no" usually indicated that the county or juvenile officer was quite a distance away or that no one was primarily designated as a truant officer in their particular area.

In explaining the procedures used in enforcing truancy laws, 34 percent of the respondents reported that a home call was made by the principal and then a direct call was made to the juvenile authorities. If the truancy persisted, 44 percent indicated that after the home call it was referred to the county office; 22 percent indicated that, depending on the situation, they could either call the authorities directly or refer it to the county office.

The procedure followed in schools in which truancy was referred to the county office was as follows. The school authority, who is usually the principal, first called at the home of the truant child. If the child was still truant after the home call, the principal referred the case to the county office. The county office then sent a registered letter to the parents of the truant child telling them of the necessity for the child to go to school and outlined the law regarding truancy. If the child was truant following receipt of the letter, the school notified the county office which, in turn, referred the case to the county juvenile authorities. The juvenile authorities then made a home call. If the truancy persisted after their call, legal action was taken. Three or four weeks were necessary to complete this process. In the meantime the child would likely attend school just enough to create a problem in reporting him.

Truancy of migrant children is a problem to schools, one that has not been solved and needs more attention.

General Health of Migrant Children

The question, "What is the general health of the migrant children?" was asked of school personnel who indicated that their responses were based on school health records.

Thirty-six percent of the personnel reported that the general health of migrant children was good; 45 percent reported fair health; 11 percent reported their health as poor; 8 percent indicated that the general health ranged from fair to poor depending on the individual migrant.

Malnutrition was given as the most outstanding health problem, and skin diseases were the next most common affliction. Impetigo and skin

infections were mentioned most often on the list of skin diseases. Frequent colds were also noted, and tuberculosis was reported in three schools. Poor teeth and eyes, low vitality, fevers, pink eye, uncleanliness, and lice were other health problems reported by school personnel.

The five schools in which uncleanliness was a particular problem enrolled Anglo migrants. Personnel in one school enrolling Spanish migrants mentioned that they were very clean. None of the personnel in schools enrolling Spanish migrants mentioned having a particular problem with cleanliness.

School Health Services in Schools with Migrant Children

This section of the questionnaire included these questions: (1) "Does the local district have a school nurse?", (2) "Are county health services available?", and (3) "How often is the county health nurse at the school?"

Only 2 of 37 districts had the services of their own school nurse. County health services were available in all schools. It is not common practice in Oregon for districts to employ a school nurse unless the district is very large. A few of the counties combine their health services, but most have an individual service for their own particular county.

In 11 schools the services of the county nurse were available once a week; in 2 schools the nurse visited twice each week; in 2 schools the nurse was available 3 times per week; in 22 schools the county nurse was "on call" plus making periodic visits. Most of the districts agreed that these services were adequate and that the nurse could be obtained for emergency situations within a short period of time. A few respondents

felt the service in their schools was poor because the nurse was located too far from the school to be reached on short notice.

Segregation of Migrant Children

Segregation of migrant children as a matter of policy does not exist in Oregon schools. Total segregation did take place in one district two years ago, but this was a matter of necessity. Workers in the local migrant camp brought a petition signed by most of the migrant employees asking that school be held in the camp. Due to the already overcrowded condition of the regular school, a school was established in the migrant camp. Attendance was very good although the physical surroundings were poor. After the camp school was operating, it was learned that some migrants liked the segregated school and felt that it was "their" school. Some said they did not like it because it was segregated. This situation has not existed for the past two years since the migrants are now attending the district school.

Partial segregation exists in some schools as a matter of necessity, much as would be done with resident students having a particular learning problem. For example, in one school a one-week study of the migrant children is conducted when they arrive. The 14 or 15 students in the first five grades who cannot speak English or are so far behind their grade level that they cannot keep up in the regular classroom situation are then placed in a separate room with a special teacher who works with them on a curriculum especially designed for their needs. The work in this room entails individual instruction with some small groupings. This still leaves 35 to 40 children in the original rooms that were designed for 25.

The majority of the schools can absorb the migrant children into the regular classrooms, particularly in the larger districts. In most cases these districts operate at a low pupil-per-teacher ratio during the time when the migrants are not enrolled. The migrants can then be absorbed during the migrant influx without the necessity of hiring extra teachers.

Two comments on the question, "Do you segregate the migrants?" were that the migrants were segregated only in extreme cases, and migrants were segregated because one grade contained 43 students.

Replies to this question showed that 89 percent of the schools did not segregate the migrants; 11 percent indicated there was partial segregation similar to that described previously and was a matter of necessity and not a matter of policy.

Teaching Migrant Children and Resident Students in the Same Classroom

The question was asked, "Is it possible to teach the migrants with the resident students in the same classroom?" The answers to this question depended on the ratio of migrants to the resident students in the class. If the influx of migrants was large, the need for extra classrooms was felt strongly. Comments were as follows:

1. Problem cases are the exception; others are not segregated.
2. The teachers do not have sufficient time to properly instruct the migrants.
3. The migrants are retarded.
4. It depends upon the individual child, but they are a disrupting factor.
5. Some teachers feel it is possible; others feel it is possible but only with great difficulty.

6. Migrant children need more explanation.

7. The teachers feel inadequate.

8. Combining two grades in one room creates a difficult situation.

9. Integration works out fairly well.

10. The migrant students who are at their own grade level do all right.

11. It is not fair to hold back resident children because the migrants are behind.

12. The migrant students are a hindrance.

13. Would prefer the migrants be separated.

14. The migrant students are too far behind their grade level.

15. Teaching them in the same room frustrates the teachers; the migrant children all need individual help.

16. Depends upon the class load or range of the group. The teachers are hampered.

17. Teachers instruct the migrants with the regular students and don't bother with special problems.

18. Depends upon the ratio of migrants to the number of regular students.

19. Definitely a handicap; particularly in the primary grades.

20. Teachers feel they lose ground.

21. The language barrier makes teaching difficult; the children are far behind.

22. Too many migrants enroll, making adequate instruction in the same room impossible.

23. Instruction is difficult.

24. The migrants are so far behind, it is like teaching two rooms in one.

25. The migrants don't fit into the program.

26. They are disrupting factors.

27. They are too far behind.

28. It is just a matter of babysitting.

29. It is not possible because of large class sizes, but we feel it is better to have big classes than to separate them.

30. Having 14-year-olds in the fifth grade disrupts the program.

31. It is possible except at the primary level; these children don't speak English.

32. Yes, if there is a small proportion of migrants.

33. Yes, if they are not retarded.

34. It is better for migrants to be in the same room.

These comments are frank and to the point. At no school were teachers encountered who wanted to segregate migrant children from regular students because they disliked them. The feeling was unanimous that migrants needed social integration, but many teachers felt that for the best interests of the migrants some special classes should be held. From the comments, it will be noticed that the teachers felt frustrated, and rightly so. They were frustrated because they wanted to help but either did not know how or were limited by time and by the number of migrant children in their classes.

Thirty percent of the schools questioned felt they could do an adequate job of teaching the migrants in the same classroom with regular students; 54 percent felt they could not do an adequate job. Sixteen percent answered both "yes" and "no," depending on the number of migrants in the classroom situation.

Teachers in schools that had additional teachers to lighten the class load, or teachers who moved from room to room to help with special problem cases, felt it was possible to do an adequate job of teaching both migrant and the nonmigrant students in the same classroom.

Meeting the Educational Needs of Migrant Children

The question was asked, "Can the educational needs of migrant students be met through the regular program as it now exists?"

Twenty-eight percent of the respondents to this question felt that the educational needs could be met; 28 percent replied "no"; 44 percent gave both "yes" and "no" answers. The 28 percent replying "yes" represented schools which were not generally overcrowded by migrant children. They felt these children could be absorbed into the regular classroom situation without a great amount of difficulty. They were also of the opinion that migrant children would benefit from being in the regular classroom situation.

Respondents replying "no" were from schools which were overcrowded by large influxes of migrant children. (Lack of finances and space made it very difficult to develop an educational program suitable for migrant students in these schools.)

The 44 percent answering both "yes" and "no" felt the best instruction possible under the circumstances was being given. The general opinion was that with additional funds teachers would be able to expand the program and provide better educational opportunities for migrant children.

The Normal Class Load and the Class Load When the Migrant Influx Reaches Its Peak

The average class load when migrant children were not present was 23 children per room. The class load averaged 29 students when the migrant influx reached its peak. As an overall figure, this does not seem to indicate a very serious problem; however, these averages are very misleading. Several of the large schools visited had very small increases

in class load, whereas some of the smaller schools had tremendous increases in one or two grades.

For example, let us take a hypothetical school and observe what could happen to its enrollment during a migrant influx. If the hypothetical school enrolled 300 students and had 13 teachers, the average membership per class would be 23 students. If the migrant influx created an increase of 80 students, the average would then be 29 students per teacher. However, 90 percent of the 80 migrant children might be enrolled in the first three or four grades; thus, if the regular class load of the first-grade room in this school were 20, it could increase to 36 or 38 students with the addition of the migrant students. The same situation might also exist in the other primary grades. Previous information has shown that the percentage of migrant children is higher in the primary grades and tapers off as they enter the intermediate and upper grades. Because of these factors, <u>average</u> figures do not show the areas of intense concentration of migrant students. Small schools enrolling approximately 100 students are usually most agitated by the migrant influx. A school of this size enrolling 60 additional students is under much pressure, particularly if the majority of students enrolled are concentrated in any one particular grade.

The biggest problem in caring for migrant children is in having facilities, equipment, and personnel readily available for the uneven grade distribution of children.

<u>Extra Classrooms in Schools Enrolling Migrants</u>

"Are extra classrooms available for an expanded program when the migrants arrive?" was asked in the interview.

Forty-nine percent of the respondents answered "yes" to this question; 43 percent replied "no"; 8 percent said they had rooms ordinarily used for other purposes that could be converted to classrooms in case of emergency.

Many respondents felt that it would be an advantage to have a teacher working from a special room, or to have groups of migrant children come into this room for special problems or help they needed. Usually the schools having the greatest influx of migrant children already had overcrowded classrooms and no extra available space. The schools having extra space did not, as a rule, have the biggest influx of migrant students.

Student Acceptance of Migrant Children

Eighty-nine percent of the respondents to the question, "Do students accept the migrant children as members of the group?" replied "yes"; 3 percent, "no"; 8 percent, both "yes" and "no."

The reason given for the divided answers was that acceptance of the migrant student by regular students depended on the child himself, as in any situation. Only one school reported that migrant children were not accepted by regular students. This was a small school that received a very high percentage of migrant students. The resident students in this particular school tolerated rather than accepted the migrants.

The majority of the children indicated that they looked forward to the coming of the migrant students and were sorry to see them leave.

Teacher Acceptance of Migrant Children

In reply to the question, "Do teachers accept the migrants without reservations?" 89 percent of the replies were "yes"; 11 percent

both "yes" and "no." The "no" replies were from schools where the enrollment of a particular room was greatly increased by the influx of migrant students. In those cases, teachers were of the opinion that instruction of perhaps 40 students created an extreme, if not impossible, instructional situation. The large number of replies indicating that the migrants were accepted without reservation showed the warmth and feeling that most of the state's teachers and administrators have for migrant students.

The Migrant Child's Place in the Community

The respondents were asked, "How do the migrants fit into the pattern of the community?" "Good," "fair," and "poor" were the three suggested categories for replying to this question. Eleven percent said "good"; 38 percent said "fair"; and 51 percent said "poor." The general comments indicated that migrant people tended to segregate themselves from the rest of the community and did not participate in community activities. In four districts, it was felt that the migrants did integrate and contribute to the community. These were communities in which the migrants resided for long periods of time--usually from six to seven months. Three respondents felt that children would fit into the community pattern if the parents would permit it.

Needed Educational Services for Migrant Children

Part of the questionnaire was concerned with the need for summer schools and all the services that would be necessary to operate a summer school. The questions concerning the various areas appear in the following context.

In reply to the question, "Do the migrant children stay through the summer?" 58 percent answered "yes"; 35 percent, "no"; 7 percent both "yes" and "no." These answers, of course, depended on the area under consideration and the crops harvested in that area.

There were 12 replies to the question, "Would the district be willing to assume the responsibility of setting up a summer program?" Eleven respondents answered "yes" and one, "no." The respondent that replied "no" did not feel this responsibility could be assumed since the administrator was going to be absent during the summer months. Most of the schools answering "yes" felt they would also be willing to provide transportation and other services necessary to operate a summer school, assuming their local school board approved.

School administrators and teachers were asked, "Would school personnel be willing to talk to the parents of the migrant children in the event of a summer program?" Twenty-eight schools answered this question. Twenty-seven administrators said that they would be willing to talk to the migrant parents, while one administrator said that he would not; 21 schools replied that teachers would be willing to talk to the parents, one school said the teachers would not be willing to talk to the migrant parents, and 5 schools gave both "yes" and "no" answers but did not give comments concerning their reasons for their answers.

The administrator who replied that he would not be willing to talk to parents of migrant students commented that he could not speak or understand Spanish and the value of such talks would be nominal. The school that replied that the teachers would not talk to the parents did not feel they could effectively influence the migrants in their own surroundings.

Many schools recognized the need for extended school services for migrant children and expressed their willingness to help provide these services.

Preschool Program for Migrant Children

Prior to the questionnaire there was a general impression expressed by many people that a preschool program for migrant children might be of great value. Therefore, the question, "Would a preschool program be of value for the migrant children?" was asked.

Respondents from 34 schools answered the question. Twelve said "yes," 13 said "no," and nine schools said "yes" and "no."

Respondents from schools enrolling Spanish-speaking students for at least one term felt that a preschool program would be of immense value. It was implied that the Spanish-speaking children particularly need a year of preschool work to prepare them adequately in language and vocabulary usage. Many respondents did not feel a preschool program would be of value since the migrant children were in the area only a short time and would probably not attend school. One school replied, that, since no preschool was provided for resident children, it did not seem advisable to have one for migrants.

Additional Costs to School Districts

Complete and accurate information on the question, "What additional costs are there to the district because of migrant influx?" was difficult to obtain because of the manner in which school districts budget their expenses. Because of this, district personnel were requested to give only estimated expenditures on certain items. Reports from almost

every district showed increased costs on books and supplies. The exception was in the larger districts which have only a small influx of migrant students. Such districts would have a sufficient number of extra books as a normal cushion for growth in enrollment.

Replies indicated that 24 districts had increased costs for extra books and 18 had increased costs for extra supplies. Eleven districts hired 16 to 18 additional teachers; 14 furnished additional desks; 6 had added transportation costs; 9 had increased lunch programs; and 11 were using extra rooms.

The total amount estimated for the above items only was $76,704. This figure does not include capital outlay, administrative costs, or any other normal expenditures of a school district.

Hood River County Unit was able to give actual figures because of its structure as a county unit and because it has had a migrant program for many years. The 12 schools in the district have an increased enrollment of approximately 200 students each fall. The influx of migrants in some schools in Hood River County Unit is heavier than in others. The concentration points vary from year to year, and from one to three extra teachers are employed to be placed at the schools and grades having the greatest influx of migrant students. Extra rooms are usually available for expansion of the program.

Hood River County Unit, by use of a formula, was able to show accurately that 200 migrant students were responsible for $31,180 in the annual budget. Of this total expenditure, $18,000 was used for extra books, supplies, teachers, desks, and transportation; and was the figure used in estimating the state total of $76,704.

The difference between $31,180 and $18,000, or $13,180, can be explained in terms of indirect costs. The normal class load is kept lower during the school year when the migrant children are not present. Thus, the program during the regular school year operates below maximum economical efficiency when the migrant students are not present. If provision were not made for the migrant influx, the district could do without several extra teachers and extra classrooms throughout the regular school year. Other extra expenses including heat and light would not be necessary. This is not a situation peculiar to Hood River County Unit alone. Several other school districts keep the class loads to a minimum in order to be able to absorb the migrants when they come. Thus, if all factors of increased cost were computed, it would seem reasonable to estimate that over $125,000 is being spent annually by public school districts in Oregon to cover the increased cost of education during the migrant influx.

The Basis for Apportionments to Districts Having an Increased Enrollment Due to Migrant Children

Fifty-one percent of the respondents answering the question, "On what basis should money be apportioned to districts having an increased enrollment due to migrants?" replied that the funds should be appropriated on the basis of per pupil attendance; 33 percent felt the appropriation should be based on increased costs; 16 percent replied that the appropriation should be on a combined basis of attendance and increased cost.

Respondents from districts having the largest influx of migrant children in proportion to the regular enrollment felt the appropriation should

be based on increased costs, while those from districts not pressured by migrant influxes felt that attendance was a sufficient factor upon which to base any appropriation.

Types of Grants that Would be Best for the Local Situation

The question was asked, "What type of grant would be best for the local situation?" Fifteen percent of the respondents felt that a grant based on average daily attendance would be the most advantageous; 3 percent felt the grant should be given on a matching-funds basis; 82 percent felt the State Department of Education should award direct grants to those districts needing aid.

The general opinion of the respondents who favored a direct grant to districts was that a person in the State Department who knew and understood the various problems and costs involved would be able to give a more accurate interpretation of the local situation. With a grant of this type, budgets would not need to provide for as many uncertainties and less money would be spent by the local district. These district respondents also felt that a matching-funds basis would be very detrimental to small districts which might not be able to raise matching funds. In many instances, these districts have the largest enrollments of migrant students.

Those who felt attendance would be a sufficient base upon which to grant funds were from the larger districts where the enrollment of migrant students was proportionately small and, therefore, did not present a serious problem.

Assistance Needed by Districts to Provide for the Education of Migrant Children

Several respondents who answered the question, "What type of assistance does the local district need to provide for the education of migrant children?" indicated a need for more than one type of assistance; thus, this data is given in actual numbers rather than percentages.

In 12 schools the need for a special teacher or supervisor to relieve regular teachers of their overload, or to work on remedial problems was reported. In 4 schools it was felt that a teacher who was familiar with migrant education problems would greatly help the regular teachers cope with individual problems. In other schools a teacher familiar with Spanish, or possibly Spanish mothers, to help with instruction was requested. However, the necessity of this request is questioned since many investigations have shown it is not essential for teachers to speak Spanish in order to do a good job of teaching Spanish-speaking children.

In five schools a need for special materials to facilitate instruction of educationally retarded migrant children was indicated. Special materials frequently named were books with a high interest level but a low reading level, special manipulative materials, and other teaching aids. An adequate testing program and records of the children's past schooling were found to be badly needed in all areas. Two respondents indicated summer schools would be of much help. One of the schools experimented with a summer school in 1959 and indicated a desire to operate one again in 1960.

In almost all schools a need was expressed for more money in order to provide for special teachers and materials, and the development of an adequate migrant children's program within the school.

III. RECAPITULATION

The survey of migrant children in Oregon public schools was an attempt to identify the problems faced by the schools during the regular school year because of the migrant influx. The following statements are a general resume of the findings of the survey.

1. There were 1,937 migrant children in Oregon public schools in 1958-59.
2. There were an estimated 4,000 to 5,000 migrants of school age eligible for school.
3. Fourteen counties had an influx of migrant children during the regular school year.
4. Eighty-one schools were affected by an influx of migrant children during the regular school year.
5. There were 668 Spanish-speaking migrant children and 1,269 Anglo migrant children in Oregon public schools.
6. The majority of migrant children were not present when the school census was taken on October 25.
7. The majority of schools did not receive funds for migrant students from the county school fund or the irreducible school fund.
8. Schools did receive basic school support on a proportional basis.
9. Migrant children had an average daily membership of 47 days in Oregon public schools.
10. Most of the migrant children arrived in Oregon in March, April, and May and left in August, September, October, November, and December.
11. A large proportion of migrant children were in a lower grade than they should have been in relation to their ages.
12. There were very few 16-year-old migrants in school.
13. The rate of drop-out for migrant children was very severe in comparison to that of regular resident students.

14. The rate of drop-out for migrant children was very rapid after grade five.

15. Migrant children were educationally retarded.

16. Migrant children needed special help in language arts, arithmetic, health, and social development.

17. Many schools had to make special adjustments to their program when the migrants arrived.

18. Sixteen to 18 extra teachers had been hired in various districts because of the influx of migrant children.

19. Migrant children do not generally cause a discipline problem in school.

20. Truancy of migrant children is a problem in many school districts.

21. The majority of migrant children were in fair to poor health.

22. Segregation of migrant children was a matter of necessity in a few schools.

23. Teachers have a difficult time teaching migrant children in an overcrowded classroom.

24. The grade distribution of migrant children in any one school is usually uneven.

25. The majority of migrant children are enrolled in the first five grades.

26. Students and teachers generally accept migrants very well.

27. The majority of migrants do not take part in community activities.

28. Summer schools could be of value in 11 areas in the state.

29. A preschool program for migrant children would be of value.

30. There was $76,704 in additional costs to school districts due to the influx of migrant children.

31. A majority of administrators felt that money should be apportioned to districts on a basis of increased costs and attendance.

32. Direct grants to school districts having an influx of children during the regular school year should be made through the State Department of Education.

33. School districts need money to develop an adequate program for migrant children.

IV. CONCLUSION

This report was prepared for the purpose of presenting information relative to the problems of educating migrant children. The areas of need which are apparent when the migrant is in school have been brought out for analysis. The problem is not a simple one, nor one that can be solved overnight, but we do know that provision is made in Oregon law for every child to have the right to a common school education. If any child is denied a common school education because of a particular handicap, then steps must be taken to overcome this handicap so that he may be assured the basic fundamentals of education which are so important in our society.

The handicap of the migrant child is his constant change of environment. The strength, future, and greatest natural resource of this nation is its youth. More and more it becomes necessary that we fully develop all the resources available. No group, race, or culture has a monopoly on intelligence; therefore, every potential capability should be developed wherever possible. Many of the migrant children will one day leave the migrant stream because of mechanization in the field of agriculture and a desire for something better in life. For most jobs they aspire to perform, some form of education will be imperative. If adequate education is not provided, how will this migrant child adapt himself to society? If he cannot readily compute, read and write, how will he be able to face the demands of a society that is becoming more and more complex?

At present there is a huge gap between what is needed and what is being done. This gap needs to be filled by adequate provisions for building a strong program for the education of migrant children.

A P P E N D I X

Survey Questionnaire

COUNTY_____

SCHOOL_____ DATE_____

PERSON ANSWERING
THE REPORT_____

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Enrollment Regular														
Enrollment when the migrants come														
Months	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		
Arrive														
Leave														

1. What is the national origin of migrants in the local district?

   Spanish speaking American_____ Anglo_____ Indian_____

   Negro_____ Mexican National_____ Other_____

2. When is the regular census taken for the Basic School Support Apprortionment? Date_____

3. Are the migrant children present when the census is taken? Yes___ No_____

   Explain_____

4. Do the children stay through the summer? Yes___ No___

5. How do the migrants fit into community patterns? Good___ Fair___ Poor___

   Explain_____

6. Is there a truant officer in your general area? Yes____ No____

7. Does your district have a truant officer? Yes____ No____

8. How does the truant officer function?_____

   _____

   _____

   _____

9. Does he have any other duties? Yes____ No____ Explain_____

_____

_____

10. What is the procedure in enforcing truancy laws?_____

_____

_____

11. Do you make an effort to get all of the migrant children into school?

Yes____ No____ Explain_____

_____

_____

12. What ways do you have of determining how many migrants are in the

district and how many are not in school?_____

_____

_____

13. What is the general health of the migrant children? Good_____ Fair_____

Poor_____

14. Does the local district have a school nurse? Yes____ No____ Explain____

_____

_____

15. Are the services of a health agency available? Yes___ No___ Explain____

_____

_____

16. Do the migrant children cause more discipline problems than is usual

for the residents during the regular school year? Yes____ No____

Explain_____

_____

_____

17. Do the migrants cause more discipline problems than the usual residents during the summer? Yes____ No____ Explain_____

_____

18. What planning is made for the education of the migrant children before they come in regard to:

A. Instruction_____

_____

B. Supplies and Equipment_____

_____

C. Other_____

_____

19. What type of adjustments to the regular program do you make when the migrant children come?_____

_____

_____

Are these adjustments effective? Yes____ No____ Why or why not?_____

_____

20. Can the educational needs of migrant children be met through the regular school program as it now exists? Yes____ No____ Explain_____

_____

_____

_____

21. To what degree has the contribution made by the migrant children to the regular class helped in developing understandings and attitudes between the nonmigrant and migrant?_____

_____

_____

_____

22. What do the migrants contribute to social understandings?_____

_____

_____

_____

23. Do teachers feel that it is possible to do an adequate job of teaching the children during the regular school term with the non-migrants in the same classroom? Yes____ No____ Explain_____

_____

_____

24. Are migrant children's classrooms separate from the regular classrooms? Yes____ No____ Explain_____.

Do you segregate the migrants? Yes____ No____ Is this a matter of policy_____ or necessity_____? Explain_____

_____

25. What educational needs are most outstanding when considering the migrant child? Social____ Language Arts____ Arithmetic____ Other____

26. Do teachers accept them without reservations? Yes____ No____

27. Do students accept them as a member of the group? Yes____ No____

28. What is a normal classroom load?_____

29. What is the classroom load when the migrant influx reaches its peak?

_____

30. Are extra classrooms available for an expanded program during the regular school year when the migrants arrive? Yes____ No____ Explain_____

_____

31. Are extra teachers engaged for the migrant influx? Yes____ No____

32. How many additional teachers are employed?_____

At what grade levels?_____

33. Would a pre-school program for migrants be of value? Yes____ No____

Explain_____

_____

34 What does the program consist of if you have a special program when the migrants come?_____

_____

35. Would a summer school be of value in this district or local area?

Yes____ No____ Explain_____

_____

36. If money were available from the state: Would a school building be available for a summer program? Yes____ No____ Would transportation be available? Yes____ No____ Would teachers be available? Yes____ No____ Would the local school district assume the responsibility of organizing a summer program? Yes____ No____ Explain_____

_____

37. Would the administrators be willing to go into the camps and talk to the migrants personally? Yes____ No____

38. Would the teachers be willing to go into the camps and talk to the migrants personally? Yes____ No____

39. Are there various professional or civic organizations willing to give help and support to a regular summer school program? Yes____ No____

Explain_____

_____

40. What kind of assistance does the local district need to provide more adequate schooling for migrant children?_____

_____

41. Do you think an in-service program provided by the State Department of Education for teachers of the migrant children would be of value? Yes___ No___ Explain_____

_____

42. On what basis should money be apportioned to districts for increased enrollments due to migrants: A. Attendance___ B. Other___

43. What types of grants would be best for the local situation? Take census at the peak___ Take attendance at high and low periods and divide by two___ Matching funds___ Through a direct grant that would be administered through the State Department of Education___ Other___

_____

_____

44. What increased costs are there to the district because of the migrant influx? Indicate the personal services such as instructional supplies, janitorial service, transportation, and anything else you might consider important or playing a part in your particular local area._____

_____

_____

_____

45. What is the cost per child in the district regularly? _____ The increased cost during the influx of migrant children?_____

46. What type of help and/or materials would you want to improve your program?_____

_____

_____

_____

County District

Name														
Age	5	6	7	8	9	10	11	12	13	14	15	16	17	Days Member-ship
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	

Name														
Age	5	6	7	8	9	10	11	12	13	14	15	16	17	Days Member-ship
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	

Name														
Age	5	6	7	8	9	10	11	12	13	14	15	16	17	Days Member-ship
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	

This form was used to obtain the name, age, grade, and days membership from the school registers. It has been reduced in size from the original in order that it could be included in the appendix.